Region 5 Fall Newsletter

Fall News

Superintendents and Principals,

Happy Fall! I hope that you've had a great start to your school year. In this newsletter, I will provide some information and links to some of the new items rolling out this Fall. Additionally, I have included a focus on Family and Community Engagement which is one of the 8 Turnaround Principles. All of the links should be clickable and will provide you with resources for your school.
Please let me know if you have any questions or if I can help in any way!

Sincerely,
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Resources from Bill Reed- Math Specilaist

AAA Math - http://www.aaamath.com/
Better lessons http://betterlesson.com
Desmos - https://teacher.desmos.com
GeoGebra - http://www.geogebra.org/
HippoCampus - http://www.hippocampus.org/
Illustrative Mathematics - http://illustrativemathematics.org
Inside Mathematics - http://www.insidemathematics.org
IXL Mathematics - https://www.ixl.com/math/
Kahn Academy - https://www.khanacademy.org/
Learnzillion Math Resources - https://learnzillion.com/Math Resources
Math.com - http://www.math.com/teachers.html
Math Education Applets - http://www.math.hope.edu/swanson/methods/applets.html
Math is Fun - mathisfun.com
Math Playground - http://www.mathplayground.com/
Math Snacks - http://mathsnacks.com/teachingwith.html
Math Worksheets - worksheetworks.com
National Library of Virtual Math Manipulatives - http://www.math.hope.edu/
NBC Learn - https://www.nbclearn.com/portal/site/k-12/register
Institution Name – Indiana Department of Education
Registration Code – MDAJHF
NCTM Illuminations - http://illuminations.nctm.org

Parent Toolkit Math Resources - http://www.parenttoolkit.com/Math Resources
Syvum - http://www.syvum.com/squizzes/math/
Teaching Channel - https://www.teachingchannel.org/
That's Math - http://thatsmath.com/
Wolfram Alpha - http://www.wolframalpha.com/
Word Problems for Kids - http://people.stfx.ca/rtmacdon/mathproblems/

Curriculum Mapping

https://reg.abcsignup.com/reg/event_page.aspx?ek=0005-0003-52CA28DAEEFC41C8B81EC9052F0F2670

Wabash Valley ESC is offering a Curriculum Mapping workshop as a train-the-trainers' model and is now open for registration. It is a two day workshop and will be an excellent resource that will enable your district to create curriculum maps at a minimal cost. Those trained will return to their districts ready to lead others through this process. **The link to register is above.**

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Formative Assessment

http://www.doe.in.gov/assessment/formative-assessment-grant

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Assist

2015- 2016 Indiana School Improvement Plan

The Indiana Department of Education (IDOE) is pleased to offer a new comprehensive school improvement plan solution. This solution utilizes a state-of-the-art system which allows for multiple required plans (PL221, Title I Schoolwide, and Student Achievement Plan) to be combined into one plan to reduce redundancy, provide clarity, and streamline support. The solution provides schools with an online platform to track progress against goals, seamlessly manage documents, and enhance their school improvement efforts.

IDOE has partnered with AdvancED to utilize the Adaptive System of School Improvement Tools (ASSIST)for the Indiana School Improvement Plan (INSIP). ASSIST is designed to broaden and sharpen thinking about continuous school improvement and performance. The many different requirements, duties, and functions of effective school leadership and compliance are brought together into a single, seamless tool that facilitates progressive thinking and dialogue about school improvement. AdvancED ASSIST provides enhanced utility, increased operational efficiency, performance analytics, and improved reporting/research capacity to each school, district, and the Indiana Department of Education.

Indiana is moving to this new online template for Indiana School Improvement Plan (INSIP) submission because it collects, organizes, and analyzes qualitative and quantitative information about school improvement and performance. The online electronic system provides one place for schools to develop improvement plans, track progress against goals and objectives and seamlessly manage documents, processes and work flows. ASSIST provides Indiana with the tools for continuous school improvement planning, comprehensive needs assessments, individualized support, and access to school improvement data.

The IDOE has piloted ASSIST with many districts for two years and has worked out many of the initial implementation issues. The response has been very positive and then during the 2015 General Assembly, monies were afforded to the department through the budget to support this resource free of charge to all schools.

Please see the Frequently Asked Questions below for additional information on implementation, timelines, and expectations.

1. **What schools must submit the INSIP via ASSIST?**

All public schools, including traditional and charter, are required to complete the INSIP (IC20-31-1-1; IC 20-24.2-4-4) and submit 511 IAC 6.2-3-5(a)to the IDOE. The Department template for submission will be the new ASSIST template.

2. **When will the school receive access into ASSIST?**

Schools and districts will receive access information in mid to late September after the district has received training. Currently, all school and district data is being uploaded. IDOE will offer training through workshops, online webinars, and downloadable resources. Regional in-person workshops will occur during September and October

2015.

School corporations will be able to send two district representatives to a train-the-trainer workshop. It is expected that these selected trainers then train the individuals at the local level. Online webinars and resources will also be made available. More information regarding training will be forthcoming in the next few weeks.

3. Does this require software to be installed on school computers by district IT staff?

No. ASSIST is a web-based application and can be accessed by authorized building users from any device anywhere an Internet connection is available, each user will be issued an individual user ID and password.

4. When is the Indiana School Improvement Plan due for all schools?

The INSIP is due no later than March 1, 2016.

The school improvement plan remains as a three year plan as state required.

5. If the school has already submitted a 2015-2016 school improvement plan, does it need to resubmit?

Yes. Although the school has already submitted, it is important that the submission is completed through ASSIST. The school has up to March 1, 2016 to resubmit.

6. Does this new requirement mean that a school must start over with its current plan?

No. The INSIP includes all current required components of PL221, Title I schoolwide, and the Focus/Priority School Student Achievement Plan. If a school has a recent or current school improvement plan that meets current requirements, the school may copy and paste the components into the new online template. The template is also designed to be a "living" document and may be adjusted throughout the year as necessary, or as new ideas come forth from the school improvement planning team or as data is ready to be updated.

IDOE has customized the INSIP so that each individual school's requirements are reflected. For example, a Title I Priority school will have additional components that allow the school to meet the requirements of the Title I schoolwide plan and the Student Achievement Plan. A non-Title I A school would only need to complete the requirements for the PL221 plan.

7. Will this new format require more time?

For the first year, it is expected that schools will take longer to get all of the information into ASSIST. Once the information has been entered, it is retained for all subsequent years, allowing for easy updates and year to year comparisons.

This will streamline and expedite the process for updates and changes.

8. How has this application been tested? IDOE and AdvancED have piloted ASSIST with 125 volunteer Indiana schools. Enhancements to the application have been made based on feedback from these schools' staff.

Because the system is customizable, continued feedback from stakeholders will be frequently requested and used to make further enhancements.

9. Is it required to be accredited through AdvancED to use ASSIST?

No. Accreditation through AdvancED is a local decision. ASSIST is available to all schools whether they are accredited by AdvancED or not.

10. Who do I call for help?

Support will be offered through AdvancED, IDOE Office of Accreditation, and IDOE's Office of Early Learning and Intervention, and Office of Outreach.   Reading and writing do not take place solely in the English/Language Arts classroom. Literacy skills are critical across all content areas and each discipline utilizes specialized texts, writing styles, and language to analyze and communicate ideas and concepts. The literacy skills needed to research and evaluate primary and secondary sources in a History/Social Studies class are very different from those needed to decipher elaborate diagrams and data presented in a Science or Technical Studies class. Students must develop the skills to comprehend complex informational texts, engage in purposeful writing, and communicate effectively within all content areas. These literacy practices will not only deepen students' content knowledge, but also prepare them for the challenging reading, writing, and research that will be required in college and the workplace.

Turnaround Principle #8 – Family and Community Engagement

Increase academically focused family and community engagement. An LEA might conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA might choose to establish organized parent groups, hold public meetings involving parents and community members to review school performance and help develop school improvement plans, use surveys to gauge parent and community satisfaction and support, implement complaint procedures for families, coordinate with local social and health service providers to help meet student and family needs, provide wraparound services for students, or provide parent education classes (including GED, adult literacy, and EL programs).

CORRELATION TO TURNAROUND PRINCIPLE RUBRIC
Summative Rubric for Turnaround Principle #8 - Effective Family and Community Engagement

Presentation of Turnaround Principle

[Overview of this turnaround principle](#) Video Presentation

[8 Family and Community Engagement](#) Slide Presentation

Sources of Evidence

- School climate survey
- School focus groups
- Student and parent handbooks
- Family/community engagement activities
- Community group partnerships
- Job description of family/community engagement staff
- Parent resource room
- School guidance plan

Indicator 8.1

Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.

Resources for Indicator 8.1

[IDOE- Family Friendly Schools Program Certification](#) A state recognition program which focuses on addressing the academic, physical, emotional and social needs of students while providing the needed resources and fostering the active involvement of their families through schools and the community.

[Best Practice Briefs (2004)](#) A summary from Michigan State University about the impact that parent involvement can have and the multiple ways in which parents can be involved with schools.

[The Leadership Program-Best Practices for Boosting Family Engagement in Under-Resourced Schools](#) Research from the Leadership Program at New York University

[The Dual Capacity Building Framework for Family-School Partnership](#) Jonathan Brice Ed. D. in partnership with the US Dept. Of Educ. and the School Turnaround Learning Community includes a dual focus on building of the *capacity* of staff and families to engage in partnerships.

[School Turnaround Learning Community Webinar Presentation- Community Engagement in School](#)

[PDF] [Turnaround (2014)](#) A presentation from the School Turnaround Learning Community centered on the Dual Capacity Framework along with strategies for community engagement in school turnaround.

[PDF] [Transforming Schools Through Family, School, and Community Engagement](#)- A You- Tube Webinar from **SEDL** a private, not-for-profit corporation specializing in education research, development and dissemination.

[PDF] [Parent Friendly Schools Starting the Conversation](#) A toolkit from the Iowa Parent Information Resource Center.

[PDF] [Strategy 1 Creating a Family Friendly School Environment](#) Action Steps from Directionservice.org

[PDF] [Welcoming Environments- Is Your School Family Friendly](#)- Presentation from Georgia's Family-Friendly Partnership School Initiative.

[PDF] [Is Your School A Family Friendly School- Family Friendly Checklist](#)-(Ver A)- A checklist you can use to assess your school.

[PDF] [Is Your School A Family Friendly School- Family Friendly Checklist](#)-(Ver B)-A checklist you can use to assess your school.

[PDF] [Single Parenting Workshop Guide](#) This workshop addresses the challenges of single parents and provides support for parents by providing them with resources and strategies to help them succeed.

[PDF] [Nineteen Proven Tips for Getting Parents Involved at School](#) A detailed list from Edutopia and Great Schools Communities

[PDF] [Engaging Parents](#) Research, Resources, and videos from Oxford University Press to assist schools in engaging their parents

[PDF] [Making Parents/Families Feel Welcomed and Valued-Fifty Nifty Family Friendly Practices](#) A list of proven strategies from the Build the Out-of-School Time Network

[PDF] [Effectively Engaging Families](#)- IYI Presentation

[PDF] [PTA Advisory Council](#) A link to the council which offers input and support for Indiana's

reform efforts.

[PDF icon] National PTA Standards Assessment Guide- PTA's National Standards for Family-School Partnerships offer a framework for how families, schools, and communities should work together to support student success. To facilitate the implementation in local schools of programs, practices, and policies which are guided by the Standards.

[PDF icon] Education Community Organizations A list of educational organizations and advocacy groups

Indicator 8.2

Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Resources for Indicator 8.2

[film icon] Community and Family Engagement- Principals Share What Works A summary of experiences from the field shared with the Coalition for Community Schools.

[film icon] Strategies for Community Engagement in School Turnaround- A Presentation from the Reform Support Network.

[film icon] Building Partnerships to Foster Community Engagement in Education A You tube Webinar from **SEDL** a private, not-for-profit corporation specializing in education research, development and dissemination.

[film icon] Community Engagement and School Transformation The Reform Support Network (RSN) conducted reviews between April and August of 2013 of 11 States and districts, urban and rural, engaged in the communities surrounding low-performing schools. The enquiry yielded five primary lessons or takeaways about successful community engagement.

[film icon] IUPUI- Community Asset Mapping- A guide from the IUPUI School of Education to gather information on your community resources.

[film icon] Education Community Organizations A list of community organizations

[film icon] Community Partner Profile Submission Form A link to register your partner organizations with the DOE.